DOCUMENT RESUME

ED 100 177 FL 006 632

TITLE Curriculum Report, Volume 3, Number 1.
INSTITUTION National Association of Secondary School Principals, Washington, D.C.
PUB DATE Oct 73
NOTE 13p.

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS *Course Descriptions; Course Organization; *Educational Innovation; Instructional Innovation; *Language Instruction; Language Programs; Modern Language Curriculum; Newsletters; Secondary Education; *Second Language Learning; Second Languages

ABSTRACT

The traditional secondary school language program with a sequential four-level format is being questioned; an alternative is a series of mini-courses elected by students after the second level of language study. Such courses are topic-oriented and may cover any field, from everyday conversation and journalism to an overview of literature or history or social customs in a country of the target language. In this report are suggestions for such courses, of a year's length, a semester, or shorter, with bibliographies of resource materials, scheduling patterns, and notes from some secondary schools that have successfully employed the mini-course approach. (CK)

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CURRICULUM **Report**

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Vol. 3, No. 1 October 1973

A Foreign Language Option

THE MINI-COURSE

Decline of a Closed System

Significant numbers of foreign language teachers now recognize that, in the past, the foreign language curriculum in the secondary school was a closed and limited one. The usual four-year sequence provided essentially the same content, the same pace, and the same style of learning for all students, most of whom were of above-average academic ability. It's not surprising, then, that more than two-thirds of the students who began a foreign language dropped out by the end of Level II (the second year, that is), and less than 10 percent, mostly the "brains," were left in Level IV.

But the 1970's are witnessing the beginnings of efforts to diversify in programs and in students; the traditional foreign language curriculum is slowly being enlarged and enriched by alternative programs designed to fit a student population more varied in interests and abilities. These newer programs are not intended to replace existing courses, though in some instances they have. Rather, they are planned to offer students some options in what has heretofore been an optionless course of study. The mini-course, in the judgment of many teachers, of all the possibilities for curricular innovation, offers the greatest opportunity for increasing diversity in the foreign language curriculum. This Curriculum Report examines and illustrates the potential that mini-courses have for expanding the foreign language program in the schools and for making the values of foreign language study more attractive and approachable by greater numbers of students.

A New Premise Gains Support

Foreign language teachers have based most of their curriculum-making on the premise that a foreign language program must consist of a multi-year sequence of courses, each dependent on the ones before it, and designed mainly with the interests in mind of that handful of above-average students who, it is hoped, will complete the sequence.

Now, both parts of this premise are being questioned, and especially the allegedly necessary sequential nature of language study in the secondary school. The following discussion of mini-courses in the secondary school foreign language program assumes that anyone who has studied a foreign language for two years or so should then be free to choose additional foreign language courses from a variety of options, a set of mini-courses providing some of these options. The illustrations that follow of actual programs in operation based on this revised premise will show that it is entirely practicable under a variety of school circumstances.

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When to Offer the Option

The preferred time to offer mini-course options is after Level II.* Several considerations support this recommendation:

- In Levels I and II, students gain a basic vocabulary, a command of basic grammatical structures, and familiarity with some simple culture concepts, and they have had opportunity to apply these to listening, speaking, reading, and writing. This should provide a dependable preparation for the pursuit of different avenues in the foreign language field.

- It is at the end of Level II that the greatest degree of dropout occurs; only about one-third of Level II students enroll in Level III. Many discontinue their study of foreign language at this point because they think they have satisfied "college entrance requirements," but others drop out because Level III is heavily literature-oriented in most cases and not to their liking. Diversification is much needed at this juncture, and mini-courses offer a means of providing it.

- Most academic fields now offer elective courses on a semester or even shorter basis. So long as these short-course opportunities are not available in the language field, numbers of students will decide to develop their programs by combining a number of semester courses and thereby rule out another year-long foreign language course.

- In many small high schools, and some larger ones, too, insufficient enrollments result in dropping Levels III and IV courses, or in combining the two. A group of mini-courses could mean a more attractive curriculum for those two years than a combination of the usual upper-level courses, and they can mean the existence of opportunities for advanced study where none existed before.

As for the classification of students in mini-courses, experience has shown that as a general rule it is better to set up a group of mini-courses that are open to any and all students who have finished Level II rather than to limit enrollment by number of years of language studied. Following this practice will mean that in some instances a given mini-course will contain students in their third, fourth, and fifth years of language study, a situation that may at first glance seem intolerable and unmanageable. However, this has not proved to present serious difficulties in schools that have taken the mini-course route.

Diversification is indeed needed prior to Level III, but mini-courses may not be the best way to meet this need, inasmuch as their successful operation presumes a command of a language that only rarely will be acquired in less than two years of study.

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*Since "Level" terminology may not be familiar to all readers, a sentence or two of explanation are in order. In most instances, "Level" corresponds to the number of years a language has been studied; for instance, French I in whatever grade it is taken is Level I. But years-of-study can be confusing where students have started a language prior to the 9th grade, in which case, to illustrate again, Level I would be the program in grades 7 and 8 together.

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Conditions Influencing Choice of Topics

A great number of content possibilities for foreign language mini-courses exists, but the selection of topics for such courses in a particular school should be based on a careful evaluation of three important factors: (1) student interests and needs, (2) teacher background, interest, and ability, and (3) availability of materials.

Student Interests and Needs Through questionnaires and other forms of inquiry, teachers can assess the areas of prime interest to students, and by making use of these findings give students a chance to help determine the nature of the foreign language program in their schools.

An excellent example of a student questionnaire is found in the appendix of The Extended Foreign Language Sequence with Emphasis on New Courses for Levels IV and V, a Minnesota Department of Education publication, which is available from ERIC. Order No.: ED 047-586.

It is also the responsibility of teachers to determine student needs, which are not necessarily identical to their interests. On the one hand, student interests might call for mini-courses on such topics as sports, fashion, and popular music; on the other hand, their needs as seen by the teacher suggest practice in certain language skills and a brush-up of grammar and vocabulary.

The flexibility inherent in the mini-course set-up will make it possible, in most cases, for the foreign language staff to resolve the dilemma by establishing courses that, individually or in combination, satisfy both interests and needs.

Teacher Qualifications With mini-courses largely topic-oriented, the background and interests of teachers are critical in deciding what courses can be effectively and attractively packaged for students. A teacher whose hobby is sports cars should be able to construct a very interesting short course around that topic, but if he (or she) has no interest whatsoever in the culinary arts a mini-course on French cooking under his or her direction could be a tasteless disaster.

A promising procedure in this regard is an obvious one: Have teachers list topics or subjects they feel capable of handling and would enjoy teaching. Then, let students react to these lists. From the interactions--teacher to student lists and students to teacher lists--can come a set of mini-courses that can be appealing and manageable by both students and teachers, a mutually beneficial selection process which is seldom possible under the traditional sequential pattern.

Availability of Materials Only very limited help with the development of many mini-course topics will be available in normal secondary school foreign language textbooks. This means that it is necessary in most instances to turn to supplementary materials for both teacher and student use. (The Time-Life Cookbook Series is an excellent example of supplementary materials which provide not only a variety of recipes for use in a mini-course on foods and cooking in a number of countries, but which also present a great deal of cultural and historical background on eating and cooking habits of many different cultures.)

Individual teachers and language departments looking forward to the introduction of mini-courses should begin early--and continue indefinitely--to collect various types of materials on topics they have in mind. A set of topical file folders can be established into which information and other items relating to particular subjects can be

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dropped, and when sufficient resources have been accumulated on a topic that course can be initiated. Teachers should not attempt to create mini-courses in areas where information and other teaching/learning resources are in scarce supply; to do so is only to frustrate both teacher and students. A number of selected references on cultural resources of special value to foreign language teachers are listed, starting on the next page of this Report.

Possible Topics for Mini-Courses

Although the importance of relating mini-course topics to the interests of students and the backgrounds of teachers was stressed, a listing of topics that have been developed in a number of schools may be helpful to faculties just starting out to establish such courses--and to curriculum directors and other staff members who may be involved in the venture. Most of the possibilities, which are listed below under three headings, are applicable to all secondary school foreign languages. Specific content and length of course are left to the discretion and imagination of each teacher or foreign language department.

✓ Group I: Language

General Listening-Comprehension Skills
Listening to Radio Broadcasts
Corrective Phonetics
Everyday Conversation
Vocabulary Building
Playing Games Using a Foreign Language
Grammar Review
Reading for Fun
Reading Mysteries
Reading Technical Materials
Writing and Presenting Skits
Personal and Business Correspondence
Composition
Journalism
Business Language
Shorthand in a Foreign Language
Reading Newspapers and Magazines

✓ Group II: Literature

Course on a specific author
Introduction to Literature
Overview of any one century
Overview of any one genre
Course on one specific work
Overview of any one country or culture
Adolescent Literature

✓ Group III: Culture

Art
Music
Famous People
Geography
History
Current Events
Sports
Fashions
Food
Great Monuments
Political Systems
Media
Role of Women
Family Life
Education
Industry
Trip Planning/Traveling
Gestures (Kinesics)
Latin Americans in the U.S.
Latin American Revolutionaries
Transportation
Recreation and Leisure
Living Accommodations
Urban Life
Rural Life
French Canada
French West Indies
Teenage Life

Sorting mini-courses into categories such as the above can be helpful in examining a mini-course program for its scope; it will be rare, however, that a given course will fit neatly and completely into language, literature, or culture.

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✓ GERMAN

John Troyanovich. "American Meets German--Cultural Shock in the Classroom." Die Unterrichtspraxis V, No. 2 (1972).

These Strange German Ways. Atlantik-Brucke e. V., Hamburg 64, Sanderskoppel 15. Available free from Inter Nationes, D-53, Bonn-Bad Godesburg 1, Kennedy Alle 0-103 Bundesrepublik Deutschland.

"Germany: Questions and Answers," "Welcome to Germany," "Germany at a Glance." Request from German Information Center, 410 Park Ave., New York, N.Y. 10022.

German Ecology Packet (An advanced-level learning packet prepared by Minnesota foreign language teachers.) Available from ERIC. Order No. ED 060-696.

✓ FRENCH

Charles Jay and Pat Catle (ed.). French Language Education: The Teaching of Culture in the Classroom. Excellent resource materials. Available free from the State Department of Public Instruction, 302 State Office Building, Springfield, Ill. 62706.

Dale Miller. 100 French Culture Capsules. One page synopses of 100 aspects of French culture, each contrasted to its American counterpart. Order from Dale Miller, French Department, Brigham Young University, Provo, Utah 84601. About $4.00.

Laurence Wylie and Armand Begue. Les Francais. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970.

French Ecology Packet (For advanced levels. Prepared by Minnesota foreign language teachers.) Available from ERIC. Order No.: ED 074-849.

✓ LATIN

J.P.V.D. Balston. Life and Leisure in Ancient Rome. London: Bodley Head, 1969.

_____. Roman Women: Their History and Habits. London: Bodley Head, 1963.

Jerome Carcopino. Daily Life in Ancient Rome. New Haven: Yale University Press, 1963.

A. M. Duff. Freedmen in the Early Roman Empire. New York: Barnes and Noble, 1958.

Mary Johnston. Roman Life. Chicago: Scott, Foresman and Co., 1957.

✓ SPANISH

Frederick L. Jenks. Planning to Teach Culture: An Instructional Manual. Advancement Press of America, P.O. Box 07300, Detroit, Mich. 48207. $4.00. Outlines some general processes for teaching about culture and gives specific examples from Mexican culture.

Jerald R. Green. A Gesture Inventory for the Teaching of Spanish. Chicago: Rand McNally.

Spanish Ecology Packet (For intermediate and advanced levels. Prepared by Minnesota foreign language teachers.) Available from ERIC. Order No.: Just being readied for distribution; consult ERIC for date of availability.

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H. Ned Seelye (ed.). Teaching Cultural Concepts in Spanish Classes. Excellent reference for Spanish teachers. Available free from the State Department of Public Instruction, 302 State Office Building, Springfield, Ill. 62706.

✓ FRENCH & SPANISH

Tora Ladu. Teaching for Cross-Cultural Understanding. State Department of Public Instruction, Raleigh, N.C. $1.50. Most of this publication is devoted to a structural inventory of the socioeconomic system of French and Hispanic cultures. It also contains suggestions on integrating the study of foreign cultures into the instructional program.

Cultural Understanding: French, Level I and Cultural Understanding: Spanish, Level I. Available from the Curriculum Library, Alameda County Board of Education. 224 West Winton Ave., Hayward, Cal. 94544. French, $2.25; Spanish, $2.75. Cross references indicate points in standard audio-lingual texts for Level I where various cultural concepts can be introduced.

✓ RUSSIAN

ATTSEEL'S Newsletter. Order from AATSEEL of the U.S., M.L. Building 340, University of Arizona, Tucson, Ariz. 85721. $4.50 per year. This newsletter has included such materials as: a calendar series on Soviet holidays, Soviet New Year's celebration, songs, game recipes, conversation stimulus drills based on Soviet cartoons.

Scheduling Patterns for Mini-Courses

Scheduling foreign language mini-courses need not be a complex task; they can with relative ease be included in traditionally scheduled school programs as well as those operating on modular patterns. Most of the examples to be presented contain four mini-courses per semester (for reporting convenience), but the reader can readily envision many variations on this pattern. Here are five programing-scheduling possibilities.

■ Mini-courses as options to normal advanced-level courses. Perhaps the simplest way to introduce mini-courses is to present them as options to existing advanced-level courses for students who have completed Level II. For example, the choices open to a student who has finished French 2 might be:

French 3 or Mini-course French (Review and Conversation/Reading for Fun/ Teenage Life/Trip Planning)

then Mini-course French or French 4 (prerequisite: French 3 or mini-course year)

then Mini-course French or French 5 (prerequisite: French 4 or French 3 and mini-course year)

Assuming a semester organization for mini-course sets, a student could elect one or two sets of mini-courses for each of three years above Level II, depending in part on his plans for further foreign language study.

■ A mini-course semester including an independent study option. Under this plan, each semester a set of, say, four mini-courses would be open to all who had finished Level II. But students would have the further choice of either taking all four of the courses or submitting an independent study proposal in place of one of the four.

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■ Sets of mini-courses as options. Some schools may find it preferable to offer their mini-courses in sets or series, where students choose or are urged to select a PARTICULAR SERIES. Where this is done, one course in a series might focus on some elements of grammar and vocabulary, and a series could be recommended to a student on the basis of his or her need for that kind of language help. In general, though, each series would include a variety of language, literary, and culturally oriented short courses. This is an example of a series-organized program in Spanish for one semester:

Series A	Series B	Series C
Everyday Conversation	Playing Games	Teenage Life
Famous People	Grammar Review	The Golden Era
Reading for Fun in Spanish	Introduction to Modern Spanish Poetry	Geography of Mexico
Mexican Family Life	The Latin American	Writing and Giving Skits

The number of series offered each semester would naturally depend on enrollment and the available faculty. In some schools, students who have completed only Level II in a language have their choices of series limited to those containing specific mini-courses that teachers consider essential for students at that point in their language study, while students who had studied the language for an additional year would be free to choose any series that was offered.

■ A two-year mini-course cycle replacing entirely the usual Levels III and IV courses. This can be a very useful plan, especially in small high schools where it is difficult to justify and maintain the customary four-year language program. Essentially this plan establishes a two-year cycle of mini-courses, each year being made up of eight or fewer short courses, and the years alternated. All students beyond Level II would be in the same class, and students could take two years of advanced study of a language without having to repeat content. Such a plan is operated at Black Hawk High School in South Wayne, Wis., and is described later.

■ A modular-based program. The plan for one such program contains 16 different courses which require from four to eight modules each per week, where a module is a 15-minute time unit. A student beyond Level II prepares his own program, usually with teacher advice, by selecting courses that total a minimum of 16 modules of class time per week. A complete description of this program is presented in Foreign Language in a New Apprenticeship for Living (Lorraine A. Strasheim, ed.) It is published by the Indiana Language Program, and copies can be obtained from the Coordinator for School Foreign Languages, 318 Memorial West, Indiana University, Bloomington, Ind. 47401.

Exempli Gratia

BLACK HAWK HIGH SCHOOL, South Wayne, Wis. 53587. Contact: Judith Wainwright.

Black Hawk High School is a small (380 students) four-year high school, serving an almost totally rural community in southern Wisconsin. Its foreign language curriculum is limited to two years of French plus an advanced level course structured on the mini-course concept. Mrs. Wainwright, who gives only half her time to teaching French, has devised a two-year curriculum consisting of 16 consecutive mini-courses, each about four weeks in duration. Advanced French is open to anyone who has completed Level II. Moreover, a student may take as few as one course (1/8 credit) or as many as eight (1 credit) during a school year.

The cycle starts each fall with a mini-course entitled Basic Skills and Grammar Review. The courses that follow are individualized to the extent that, with the help of guidelines and teacher consultation, the student conducts what amounts to an

independent study project.

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To ensure progress in pronunciation and listening comprehension, each student is required to do appropriate lab work each week. In addition, every mini-course is accompanied by the study of one particular point of grammar. Points to be studied are identified during the introductory course at the start of the year, and students work on each one to the degree they feel necessary to pass the one grammar test which accompanies each mini-course.

LIVE OAK HIGH SCHOOL, Box 927, Morgan Hill, Cal. 95037. Contact: Gerald Logan.

The German program at Live Oak High School is totally individualized and includes more than 40 courses at five levels of language instruction. For each course there is a series of learning activity packets, which provide specific performance objectives, step-by-step guides for the study of texts and tapes, worksheets, oral drills, checklists, and guides for testing procedures.

Each course is divided into a number of units, ranging from two to 10. Each unit consists of 16 assignments, and each of these must be completed at the 90-percent-mastery level. Credit is given on the basis of the number of units mastered, not on the time spent. (On the average, completing 10 units is about equivalent to one year of study under a traditional program.)

Since the program is completely individualized, all German courses are available every period of every day. Students simply register for German, and their specific course selections are recorded in the department. But whatever the courses they select, all German students are required to attend a weekly 40-minute conversation session with four to six other students who have been grouped according to proficiency.

At the Beginning Level, there are: (a) courses in basic German language skills geared either toward high school credit or college entrance, (b) a one-semester introductory course for students wishing to sample the language, (c) a conversational German course, and (d) one that emphasizes listening and reading.

At the Intermediate Level, there are standard college preparatory German and reading and vocabulary-building courses.

At Advanced Levels, there are courses in: commercial German, specialized vocabulary building, literature, home economics, fine arts, speed reading, creative writing, history, current events, scientific German, short stories, and preparation for college entrance examinations. A number of college-level courses are also offered in such areas as linguistics and in-depth study of an author or literary period.

In addition, a significant number of advanced students sign up for a course entitled "Teacher Aide," which among other things provides substantial and worthwhile manpower assistance to the entire German program.

COMMACK HIGH SCHOOL NORTH, Commack, N.Y. 11725. Contact: Stefano Morel.

French and Spanish students at Commack High North in grades 10-12--that is, who are at Levels III, IV, and V--may participate on a voluntary basis in a Total Immersion Language Program, which attempts to simulate the amount of daily language contact that residence abroad might provide. The program consists of a three-year sequence of year-long full courses and quarter-long mini-courses, all conducted in French or Spanish! The courses range from advanced language and literature study to cooking and American History, conducted, to repeat, in either French or Spanish. This means that students in the program will use the foreign language as their

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primary medium of communication for three class periods per day, five days per week for three years.

The three-year curriculum of the Total Immersion Program in both French and Spanish includes the following courses:

- 1st Yr.: Year-long courses in world history and in Level III of the language. Mini-courses in conversation, cooking, and art appreciation.
- 2nd Yr.: Year-long courses in American history and in composition and readings in literature of the language. Mini-courses in cooking, current events, and music appreciation.
- 3rd Yr.: Year-long courses in human dynamics, great ideas, and civilization. Mini-courses in advanced conversation, cooking, and French or Spanish life.

Of the 1,345 students in the school in 1972-73, 422 were enrolled in French and Spanish courses. Forty-two students participated in all three periods of the TIP program in French, and 58 in the Spanish TIP program. Another 53 students enrolled in individual TIP full or mini-courses.

eg WAUKESHA CENTRAL & SOUTH HIGH SCHOOLS, Waukesha, Wis. 53186. Contact: Lucy Elifson.

Prior to the fall of 1972, the French and Spanish programs in the two Waukesha high schools consisted of the usual Levels I - V in each of the two languages. But starting in September 1972, a mini-course sequence was offered as an option to all students students beyond Level II.

The Spanish mini-course curriculum conists of 10 courses, ranging in duration from three to six weeks, and there are 12 French courses that are from one to six weeks in length. In both languages, several of the courses were individualized through LAP's, others were based on small-group instruction, while still others employed the "whole class" approach. The 1972-73 year began with a mini-course entitled Conversation and Grammar Review. The plan in 1973-74, in contrast, finds parts of that course distributed throughout the school year.

Sample topics in both French and Spanish include trip planning, music, everyday culture, history, reading newspapers and magazines, food and cooking, and sports.

While the courses were scheduled so that students could enroll in a language on a quarterly basis, to match the schools' crediting plan, a majority of the students who elected mini-courses in 1972-73 stayed in the program for the entire year.

As a result of adding the mini-course option, enrollment in advanced-level French and Spanish rose about 33 percent in 1972-73, largely because of a significant reduction of the usually high attrition rate at the end of Level II. The following year, more students than usual began the study of language, presumably also by the mini-course expansion of the program.

eg RIDGEFIELD HIGH SCHOOL, Ridgefield, Conn 06877. Contact: Merriam Moore.

The German IV and V curriculum at Ridgefield High School consists of six 10-week mini-courses. Students are expected to select four of the six courses to obtain one year's credit, but they have the additional option of electing still another one for another one-quarter credit.

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The six courses are:

German for Travelers

German-Speaking Lands and America

Introduction to Scientific German

The German-Speaking World: Its History and Culture

Survey of German Literature

Recent German, Swiss, and Austrian Literature

The courses are taught through a variety of approaches: individual readings, seminars, field-trips, student presentations, teacher lectures, and so on.

The program is described in more detail in an article by Merriam Moore entitled "Mini-Course Curriculum for German IV and V", which is available from ERIC under the number ED 050 633.

DADE COUNTY PUBLIC SCHOOLS, 1410 N.E. Secord Avenue, Miami, Fla. 33132. Contact: Elizabeth B. Alonso.

In 19 of the 59 Dade County secondary schools, school is in session 12 months per year, with the school year divided into five nine-week blocks--the quinmester system. Students attend the four quinmesters of their choice. The curriculum is made up of self-contained nine-week courses with specific short-term objectives.

The foreign language program in these 19 schools includes the more than 40 quin- or mini-courses now available in French, German, Hebrew, Latin, Italian, Russian, and Spanish. Each language provides a set of mini-courses which resembles the "standard" sequence, as well as a variety of alternate courses.

Students are free to mix "standard" and "alternate sequence" courses.

Course titles include such topics as "Say It in French," "Bon Voyage," "En France," "German for Fun," "Advanced German Refresher," "Classical Myths in Today's World," "A Traveler's Day," "A Taste of Spanish," and "Great Writers of Spain." Most of these courses are taught on a full-class or small group basis, but with scattered use of individualized instruction.

Many of the course descriptions and outlines have been accessioned into ERIC, each identified by a different number. The courses now in ERIC and their ERIC numbers are listed in the December 1972 and March 1973 issues of Foreign Language Annals.

BLOOMINGTON HIGH SCHOOL SOUTH, Bloomington, Ind. 47401. Contact: Judith Morrow.

Bloomington High School South, one of two high schools in the city, has an enrollment of about 1,600 students. The advanced-level Spanish curriculum in the school consists of 14 mini-courses, which are combined in various ways to make up eight different semester series of four mini-courses each.

In the first semester, the student selects one particular series; during the second semester he may select another complete series or make up one of his own choosing. The courses vary in length from two to six weeks. The first in each series is a conversation and grammar review course. This conversation/grammar mini-course lasts either four or six weeks, the difference being that students who have had only two years of Spanish are restricted to a series which begins with a six-weeks version.

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About 130 students are enrolled in the Spanish mini-courses, which is a 10 to 15 percent increase over the number of students enrolled last year even though the total school population is down about 200 as a result of redistricting.

Although the entire advanced-level Spanish curriculum now consists only of mini-courses, each spring at registration time the standard sequence of advanced language courses has been offered as an option. But there never have been enough students choosing this option to warrant a separate standard-sequence class.

The eight different mini-course series offered to advanced-level Spanish students at Bloomington High South are:

Series A: Review and Conversation (6 weeks); Everyday Situations (5 weeks); Contemporary Life (4 weeks); Native Speaker Seminar (3 weeks)

Series B: Review and Conversation (6 weeks); Revolutionaries (5 weeks); Viajes (3 weeks); Contemporary Life (4 weeks)

Series C: Review and Conversation (4 weeks); Skits (4 weeks); Spanish-Speaking People in the U.S. (5 weeks); Reading (5 weeks)

Series D: Review and Conversation (6 weeks); Viajes (3 weeks); Revolutionaries (5 weeks); Everyday Situations (4 weeks)

Series E: Review and Conversation (4 weeks); Spanish for Fun (2 weeks); Spanish-Speaking People in the U.S. (6 weeks); Advanced Grammar (3 weeks); Multi-Media Spanish (3 weeks)

Series F: Review and Conversation (4 weeks); Business Spanish (4 weeks); Native Speaker Seminar (5 weeks); Latin American Arts (5 weeks)

Series G: Review and Conversation (6 weeks); Business Spanish (4 weeks); Individual Project (4 weeks); Advanced Grammar (4 weeks)

Series H: Review and Conversation (6 weeks); Contemporary Life (4 weeks); Individual Project (3 weeks); Native Speaker Seminar (5 weeks)

Each course is individualized. Students receive guidelines on what they must do and what they are expected to know by the end of the course. In most instances, the manner of evaluation is determined by the student. Here is the content of the "What To Do" sheet for a mini-course entitled "Travels."

I. Hay que Hacer

A. You must decide where you are going, how you will travel, with whom (alone, with friends, with a group), and how much it will cost.

B. You must obtain information (brochures, itineraries) about your trip from a travel agency, and find out what kind of passport and other special papers you may need for your trip.

C. You must give the teacher a list of 20 words which you have learned during this mini-course.

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D. You must presenc a total plan for your travels, if possible a diary.

E. At least half of the materials must be in Spanish. Remember that there are many available filmstrips concerning a variety of countries.

II. Evaluation possibilities (part of it must include visuals)

A. via bulletin board display

B. via video-tape

C. via filmstrip

D. via live presentation

* * * *

A Basic Reference

Foreign language teachers, curriculum directors, and school administrators who seek a wider range of examples of innovative programs in the area of foreign language programs should consult the recently published sourcebook, Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12.

This publication is the result of a national survey of innovative programs in both elementary and secondary schools. It describes some 50 selected programs, ranging from one-room school situations to state-wide efforts. It discusses new approaches to language and cultures, to the roles of teachers and students, and to the uses of materials and community resources.

Options and Perspectives...was prepared by the American Council on the Teaching of Foreign Languages and was published by the Modern Language Association in September 1973. It can be obtained from the MLA Publications Center, 62 Fifth Avenue, New York, N.Y. 10011. The price is $3.50; payment with order requested.

KUDOS.....The substance of this Curriculum Report was developed by ROBERT C. LAFAYETTE, a member of the faculty of Indiana University, Bloomington, Ind. For six years before joining the I.U. staff in 1972, Lafayette taught foreign language methods and related courses at the Wisconsin State University at Whitewater. From 1963 to 1966, he was a teacher of French at Evanston Township High School, Evanston, Ill.

Both author and editor are indebted to LORRAINE STRASHEIM, director of the Indiana Language Program at Indiana University, for her advice and encouragement.

Curriculum Report is a publication of the National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 20041, and is sponsored by the Association's Curriculum Committee. The *Reports* are distributed without charge to all NASSP members. Additional copies may be ordered: single copies, 50¢ each; 2-10 copies, 30¢ each; prices for larger quantities on request. *Payment must accompany orders of $10 or less.*

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